

<b>Title</b>	<b>Manage own health, wellbeing and personal and professional development as an educator in an ECE service</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to describe and implement strategies to manage own health and wellbeing as an educator in an ECE service, and manage personal and professional development as an educator in an ECE service.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850].</p> <p>This unit standard is an introduction to education and care of children in an ECE service. It is designed for people who intend to work, or are working with, children in an ECE service. People working in the wider education sector may also be interested in this unit standard. This unit standard will prepare people to advance to a higher level of study in ECE.</p>
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<b>Classification</b>	Early Childhood Education and Care > Early Childhood: Professional Practice
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<b>Available grade</b>	Achieved
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### Explanatory notes

- Candidates for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the ECE sector.
- Definition**

*Children* refers to the three 'broad age groups' as defined in *Te Whāriki* for children. These are overlapping age categories and are defined as:

  - infant – birth to 18 months;
  - toddler – one year to three years;
  - young child – two and a half years to school entry age.

For this standard, the intent is for children to be assessed as a whole group, not for each of the age categories to be assessed individually.

*Digital tools* refer to both hardware (digital devices such as computers, tablets, smartphones or other emerging digital technologies) and software (applications and programs).

An *Early Childhood Education (ECE) service* refers to a centre-based service, hospital-based service, or home-based service. The home-based service may be nominated by the child's parent, be the child's own home, or the home of the educator.

*Educator* may be persons and groups including teachers, supervisors, coordinators, whānau/families, and nannies who are involved in the learning and development of children.

*Health and wellbeing* refers to the integration of states of physical, mental, spiritual, emotional and social dimensions, which may include communicative competence and disposition.

*Professional practice* in this standard refers to the way an individual behaves in the workplace, and the professional activities and performance of duties related to the care of children in an ECE service.

- 3 Legislation and regulations include but are not limited to:  
Children, Young Persons, and Their Families Act 1989  
Education Act 1989  
Education (Early Childhood Services) Regulations 2008  
Health and Safety at Work Act 2015  
Human Rights Act 1993  
Privacy Act 1993  
Vulnerable Children Act 2014  
and subsequent amendments.
- 4 References  
Education Council New Zealand, *The Education Council Code of Ethics for Certificated Teachers*; available at <https://educationcouncil.org.nz/content/code-of-ethics-certificated-teachers>.  
Education Council New Zealand, *Practising Teacher Criteria*; available at <https://educationcouncil.org.nz/content/practising-teacher-criteria>.  
Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum>.
- 5 Whilst expectations of *The Education Council Code of Ethics for Certificated Teachers* and the *Practising Teacher Criteria* are intended to apply to fully qualified teachers, they are nevertheless relevant to all educators in early childhood education and care in accordance with the requirements of the ECE service.

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## Outcomes and evidence requirements

### Outcome 1

Describe and implement strategies to manage own health and wellbeing as an educator in an ECE service.

### Evidence requirements

- 1.1 Issues that could compromise own health and wellbeing in an ECE service are described and reflected on in terms of the potential impacts on the children and own professional practice.

1.2 Own health and wellbeing goals and strategies when working in an ECE service are described in terms of the potential impacts on the children and own professional practice.

Range evidence of one goal and strategy for at least two aspects of health and wellbeing.

1.3 Own health and wellbeing goals and strategies to solve issues and improve own health and wellbeing are identified and implemented, in terms of own professional practice in an ECE service.

Range evidence of one goal and strategy for at least two aspects of health and wellbeing.

**Outcome 2**

Manage personal and professional development as an educator in an ECE service.

**Evidence requirements**

2.1 Areas for personal and professional development are identified in terms of improving own practice in an ECE service.

Range evidence of two personal and two professional.

2.2 Support networks for personal and professional development are identified and described in terms of their purpose.

Range evidence of two personal and two professional.

2.3 Issues that could compromise own professional integrity in an ECE service are described in terms of the consistent application of professional ECE practice with children, children’s whānau/families and colleagues.

Range issues may include but are not limited to – professional boundaries, use of digital tools including social media, intellectual property, conflict of interest, harassment, child abuse, substance abuse, theft;  
evidence of three issues.

2.4 A personal and professional development plan is designed to manage identified areas for improvement in own practice in an ECE service.

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<b>Planned review date</b>	31 December 2021
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0135
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

**Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.